UW–Madison researchers connecting with businesses to examine best practices for hiring, retaining workers with disabilities
Faculty members at UW–Madison are playing important roles in a federally funded research project designed to examine business practices that lead to companies hiring and retaining workers with disabilities.

This initiative is especially important, researchers say, because it’s estimated that nearly 60 percent of people with disabilities are unemployed in the United States.

“This project is unique and exciting because it will allow us to work with the private sector on solutions that are important to society,” says UW–Madison’s Timothy Tansey, an assistant professor with the Department of Rehabilitation Psychology and Special Education (RPSE).

Virginia Commonwealth University (VCU) is the lead institution on this $4.37 million Rehabilitation Research and Training Center grant announced in November 2016, with UW–Madison’s subcontract on the project worth $1.75 million. The award is from the National Institute on Disability, Independent Living, and Rehabilitation Research.

Funding will support four studies, two of which will be led by UW–Madison’s Fong Chan, the Norman L. and Barbara M. Berven Professor of Rehabilitation Psychology. The overall project, which is being led by VCU Professor Paul Wehman, runs through 2021.

In recent years Chan, Tansey and colleagues within the department have been working with partners in Wisconsin and across the nation on major research projects that aim to assist state vocational rehabilitation (VR) agencies. The state-federal VR program serves about one million individuals per year and spends more than $2.5 billion in helping people with disabilities achieve their independent living and employment goals.

But this new project will give the UW–Madison researchers and their partners an important opportunity to examine and facilitate employment outcomes for people with physical disabilities in the private sector.

The two projects led by Chan at UW–Madison are:

- An analysis of effective measures utilized by employers to assess outcomes for hiring, retention and advancement of individuals with disabilities. The purpose of this study is to develop and validate a comprehensive employment outcome measure to track hiring, retention, workplace integration, career advancement and quality of employment for people with disabilities.

- A review of literature and in-depth case studies of successful business practices, both in the U.S. and across the globe, to identify key factors in employment outcomes of people with disabilities. As part of this study, researchers will conduct a qualitative case study with nine companies of different sizes that are identified as highly successful employers of people with disabilities.

For example, earlier this year the researchers from UW–Madison conducted a case study of an innovative partnership between apparel manufacturer Hart Schaffner Marx and the company Autism Workforce. The two organizations worked together for more than a year to educate current workers and retool the Hart Schaffner Marx production facility in Des Plaines, Ill. Rather than requiring people with autism to figure out how best to adapt to a typical factory floor, this retooling helped make the workplace a better fit for how people with autism live and think.

A few of the adaptations included: Replacing harsh fluorescent light bulbs with LEDs; painting yellow lines on the floor to help people more easily find their way around the factory; and customizing job descriptions to better explain whether a position takes place in an environment where sounds are loud or requires fine motor skills.

“We consider our company a laboratory of sorts, a place to learn about the best ways to help autistic adults be successful in finding their way around the factory, and customizing job descriptions to better explain whether a position takes place in an environment where sounds are loud or requires fine motor skills.”

— UW–Madison Assistant Professor Timothy Tansey
Connecting with businesses
Collaborative project examining best practices for hiring, retaining workers with disabilities in the workplace — and then inspire others to do the same,” says Doug Williams, co-owner and CEO of the W Diamond Group Corporation, which is the licensee for Hart Schaffner Marx. Williams has a son with autism.

Another key element at the Des Plaines plant is an exercise room, where employees with autism work out for 30 minutes with a coach prior to their shift. In addition to the health-related benefits, exercise can help calm and reduce stress for people with autism, allowing the workers to stay more focused on the task at hand.

“We feel strongly that what we’ve done in partnership with Hart Schaffner Marx is special,” says Autism Workforce President David Geslak. “We’ve heard it from families and from people who have toured the facility. But having the researchers from UW–Madison examine this is wonderful because we want to find ways to make what we are doing even better and develop this into a more turn-key operation that other businesses can follow.”

Since September of 2016, Geslak says five individuals with autism have been hired to work in four different units within the Hart Schaffner Marx factory under a true competitive employment scenario.

“We are working closely with companies of all sizes to learn more about what they are looking for in workers and to study practices that are effective in hiring, training and integrating workers with disabilities into successful businesses.”

— UW–Madison’s Fong Chan, the Norman L. and Barbara M. Berven Professor of Rehabilitation Psychology

“Autism Workforce and Hart Schaffner Marx have developed an inclusive, accommodating work environment that provides young adults with autism the opportunity for competitive, integrated employment,” says Tansey. “The benefits of this partnership go beyond the empowerment of individuals with disabilities to other employees who have realized a greater knowledge of autism and a sense of pride to work for a socially responsible company.”

In addition to Chan and Tansey, two other faculty members from UW–Madison’s School of Education are playing key roles with the projects: Brian Phillips, an assistant professor with the Department of Rehabilitation Psychology and Special Education; and Travis Wright, an assistant professor with the Department of Counseling Psychology. In addition, five UW–Madison doctoral students are gaining valuable experience working on the initiative as project assistants.

The two other studies backed by the research grant are being led by VCU, with the largest of the four involving Bon Secours Virginia Health System, which is regarded as a leader in the hiring of people with disabilities. This project will provide an intensive study of the large health system’s business practices to promote employment outcomes for people with disabilities.

In the years to come, this consortium will be assisted in planning, implementing and disseminating new research knowledge by a range of national partners and consultants that are leading experts on improving the employment outcomes of individuals with disabilities.

“We are working closely with companies of all sizes to learn more about what they are looking for in workers and to study practices that are effective in hiring, training and integrating workers with disabilities into successful businesses,” says Chan, who chairs the Department of Rehabilitation Psychology and Special Education.
UW–Madison’s Aydin Bal is the lead author of an article published in the highly regarded journal Review of Educational Research that’s titled, “Culturally Responsive Experimental Intervention Studies: The Development of a Rubric for Paradigm Expansion.” The paper, released in June 2016, presents a rubric for these studies and the underlying theoretical framework. Bal, an assistant professor of special education, explains the rubric operationalizes cultural responsiveness in the context of experimental intervention research.

According to the article’s abstract: “Recent initiatives to increase the rigor of intervention research in special education have largely ignored the implications of culture and its role in experimental research. The extent to which the experimental intervention studies are culturally responsive remains unexplored.”

The abstract continues: “We developed a rubric, modeled after prior rubrics for quality indicators of special education research, identifying criteria for culturally responsive research. Rubric items were created following a systematic review of literature and gathering feedback from experts. The 15-item rubric uses culture as a generative concept that mediates each aspect of experimental intervention research.”

Bal also is the co-editor of a book released in 2016 titled, “Learning from Difference: Comparative Accounts of Multicultural Education.” This publication analyzes “the experiences of multicultural education in nine very different international settings, uncovering insights from a vast variety of educational contexts.”

The nine case studies “reflect radically different assumptions about what counts as ‘difference’ and what should be the appropriate ways for education systems to respond to differences.” The book is co-edited with Joseph Lo Bianco of the University of Melbourne.
UW–Madison researchers received top ARCA honors

The American Rehabilitation Counseling Association (ARCA) in March bestowed its annual Research Awards, and UW–Madison’s Timothy Tansey is a co-author on papers that received both first- and second-place recognition. The ARCA Research Award recognizes and honors high-quality, empirical research in the field of rehabilitation counseling.

Tansey, an assistant professor with the Department of Rehabilitation Psychology and Special Education, was the lead author on the top-ranked paper titled, “Resilience and quality of life: An investigation of Kumpfer’s Resilience Model with persons with spinal cord injuries.” This report appeared in the Rehabilitation Counseling Bulletin, and it “examined the impact of factors identified in Kumpfer’s resilience model on quality of life outcomes (QOL) for adults with spinal cord injury.” Findings revealed that the “overall model accounted for 75 percent of the variance in QOL outcomes. In particular, coexisting pain, participation self-efficacy, core self-evaluation, resiliency characteristics, cognitive strength, general health, and social support independently contributed to the variance in QOL scores.”

The second-place honor went to a paper titled, “Predicting the quality of life in adults with severe mental illness: Extending the International Classification of Functioning, Disability, and Health.” It appeared in the journal Rehabilitation Psychology, and was co-authored by UW–Madison Professor David Rosenthal and Tansey, while the lead author on this paper is Jennifer Sanchez, from the University of Texas at El Paso. Sanchez also is a UW–Madison alumna.

The third-place ARCA Research Award award went to the study, “Characteristics of people with disabilities receiving assistive technology services in vocational rehabilitation: A logistic regression analysis.” The paper appeared in the Journal of Vocational Rehabilitation and was co-authored by, among others, UW–Madison’s Kevin Bengston and Fong Chan. Bengston is a Ph.D. student with the Department of Rehabilitation Psychology and Special Education, while Chan is department chair and the Norman L. and Barbara M. Berven Professor of Rehabilitation Psychology. In addition, co-authors Jana Telzlaff and Mikael Snitker both are alums of UW–Madison.
Collaborative Peña project provides teacher-centered space for special educators

Faculty and students with UW–Madison’s Department of Rehabilitation Psychology and Special Education are partnering with colleagues within the School of Education and across the Madison area in establishing a group dedicated to supporting the intellectual and creative spirit of special educators.

This unique and collaborative community of practice is called Peña for Special Educators.

“Peñas are historically rooted as Latin American social gatherings that combined art and social activism,” says UW–Madison’s Taucia Gonzalez, an assistant professor with the Department of Rehabilitation Psychology and Special Education (RPSE). “We wanted to create a teacher-centered space that allows teachers to celebrate the creativity of their craft while drawing from collaborative expertise to address challenges related to their profession.”

The Peña group came about following discussions between the School of Education’s Partner School Network (PSN) and special education faculty members about how to best foster and support both current special education teachers, as well as UW–Madison students in the process of becoming special education teachers.

Faculty members within the group are able to provide research-based knowledge and expertise in developing highly qualified and certified special educators, while PSN brings to the table its skill in building cooperative relationships among area teachers, schools and people within the School of Education.

The group caters to teachers and administrators with the Madison Metropolitan School District, among others, who can provide the insider knowledge about priorities, data and what is — or isn’t — working in schools today.

“I think what teachers in the classroom bring to the table is a perspective on reality,” says Lauren Wuchte, a regular at the Peña meetings who is in her third year as a sixth grade special education teacher at Madison’s Sennett Middle School. “When you’re learning to become a teacher you are idealistic and know what all the best practices are and how things should be going. But in a high-needs, low-income school not everything is going to go like you were taught in a textbook. So I think it’s interesting for the professors, too, to hear about what it’s like to be in schools in this moment.”

Peña for Special Educators started a-year-and-a-half ago, and today meets every other month, with roughly a dozen people attending each meeting. In addition to discussions centering on special education, the group has gotten together for a painting workshop, done yoga together, and met out for food and drinks.

“More so than a professional development opportunity, our top priority with the Peña meetings is to make them fun and spirit enriching,” says UW–Madison’s Rebekka Olsen, who is pursuing her Ph.D. in special education and was part of the team that came up with the idea for the group. “Being a special educator in schools today can be very challenging and isolating, so it’s very helpful to get together and have this outlet to talk about topics with other special educators, while also making the meeting fun and creative.”

And when the group does discuss special education, those involved with Peña for Special Educators say it’s great to have a range of people with different backgrounds sharing ideas.

“It’s interesting for me to learn through the perspective of special education teachers,” says Gonzalez, who helped lay the groundwork for Peña with RPSE faculty members Bonnie Doren and Andrea Ruppar, and PSN Director Molly Carroll. “It’s important to hear about what issues constrain their practice, what they are able to do despite those constraints, and what gives them joy in their practice. Having this understanding allows me to think about how my research is connected to these issues and can hopefully contribute to addressing issues rooted in local practice.”
With a passion for helping people with disabilities, Iwanaga leaves Japan to pursue Ph.D. at UW–Madison

Ask Kanako Iwanaga why she decided to leave a successful career in Japan to travel more than 6,000 miles to pursue a Ph.D. at UW–Madison, and the native of Tokyo responds quickly and confidently.

“I want to contribute to the betterment of the human condition,” says Iwanaga, a third-year doctoral student with the Department of Rehabilitation Psychology and Special Education.

“After working, teaching and researching for 10 years in Japan, I realized that in order to further help people with disabilities improve their quality of life, I needed to pursue advanced training,” she adds. “And UW–Madison is home to the top-ranked rehabilitation psychology and counselor education program in the United States.”

After receiving a bachelor’s degree in health psychology from Waseda University, one of the most academically selective and highly regarded universities in Japan, Iwanaga worked as a vocational rehabilitation counselor (2004–09), a researcher with the National Institute of Vocational Rehabilitation (2009–11) and as a Lecturer with the Department of Human Resources Development at Polytechnic University (2011–14). In 2013, she also received a master’s degree in lifespan development from the University of Tsukuba, graduating at the top of her class.

It was during this last stop that Iwanaga helped arrange for UW–Madison Professor Fong Chan to give a visiting lecture in Japan.

“I knew about him because I had read his research articles and he is a very big name in our field,” Iwanaga said of Chan, who today chairs the Department of Rehabilitation Psychology and Special Education (RPSE), and is the Norman L. and Barbara M. Berven Professor of Rehabilitation Psychology. “During his visit he said, ‘You should come study in the United States.’”

Two years later, Iwanaga says she felt she had learned most of what she could know about the field of rehabilitation counseling/psychology in Japan, and was ready to make a move to learn even more.

Despite the language barrier and needing to adapt quickly to an unfamiliar environment and new culture, Iwanaga has thrived in her new setting while maintaining a perfect 4.0 grade-point average.

Earlier this year, she received her second master’s degree in rehabilitation counseling at UW–Madison, where she currently is the lead research assistant on two major projects within RPSE. Iwanaga also has worked as a teaching assistant in the department, leading classes in rehabilitation counseling and adult cognitive assessment, among others.

Perhaps most noteworthy is Iwanaga’s success as a prolific and respected researcher, having published seven articles in major journals — including two senior authorship papers — since arriving at UW–Madison. In addition to helping UW–Madison faculty members with their projects, Iwanaga is also developing her own research program in motivation, self-determination and treatment adherence.

“I want to study the theory of motivation,” says Iwanaga. “It’s only a theory and we don’t have much that is practical yet. But one day I hope to have enough research and evidence to be able to teach counselors how to motivate people to better their lives.”

Iwanaga originally planned to return home to Japan after graduating, but now says it’s her goal to remain in the United States to teach and conduct research after graduating from UW–Madison in the Summer of 2018.

“I have taken every opportunity at UW–Madison to prepare myself to be become a competent professional counselor, educator and researcher so that I can be more effective in helping people marginalized by society,” says Iwanaga.

“I want to study the theory of motivation. It’s only a theory and we don’t have much that is practical yet. But one day I hope to have enough research and evidence to be able to teach counselors how to motivate people to better their lives.”

– Kanako Iwanaga
Chen helps transform, advance field in native Taiwan

UW–Madison alumna Ching-Chiang Chen retired from her position as a professor and head of the Graduate Institute of Rehabilitation Counseling at National Kaohsiung Normal University in 2012.

She has not, however, slowed down. Indeed, it appears Chen’s passion to help people with disabilities — and drive to transform and advance the field of rehabilitation counseling in her native Taiwan — remains as strong as ever.

Among her current projects, Chen is: executive director of the Special Education Association of the Republic of China; executive director and co-founder of Friends of Youths with Intellectual Disabilities Taiwan; a consultant for five regional vocational rehabilitation resource centers; and a member of the Promotional Committee of Vocational Training and Employment for Persons with Disabilities, Ministry of Labor.

“Despite official retirement from the university, I am keeping quite busy,” Chen writes in an email interview.

Chen was born in Taiwan in 1956 and was educated in her homeland until completing counseling psychology master’s degree work in 1982. While working toward the master’s degree, Chen says she volunteered with students with disabilities and became concerned about their career development prospects. After taking a course on rehabilitation counseling, Chen felt the field would be a great fit due to her experience in counseling and concerns about the career development of people with disabilities.

In 1985 her husband received support to pursue a doctorate at UW–Madison. Chen headed to the United States a year later and met with UW–Madison’s Norman Berven, who today remains with the Department of Rehabilitation Psychology and Special Education as a professor emeritus. Her study plans, however, were put on hold for a few years due to the death of Chen’s father and the birth of her son.

Chen entered the Ph.D. program with the department in 1988, noting she struggled with culture shock and often felt like an outsider.

“But I also learned lots, including the importance of support networks for people with disabilities and thinking about the individuals with disabilities as consumers or customers,” says Chen.

She completed her doctoral work in 1992 and returned to Taiwan.

“I would like to express my deep appreciation to all professors who taught me at UW–Madison,” writes Chen. “They gave me a sense of mission. Their unconditional trust, support and encouragement to a foreign student deeply influenced me and I cherish my association with all of them.”

Chen landed an assistant professor post with National Kaohsiung Normal University’s Department of Special Education that same year, earned grant funding and spent two years traveling across Taiwan.

And over the next two decades, Chen played a leading role in changing the face of rehabilitation psychology in Taiwan by helping to:

- Develop nation-wide, community based job placement services that were officially inserted into national legislation.
- Draft the Implementation Guidelines of the Vocational Evaluation for Individuals with Disabilities, which was incorporated in the 1997 Individuals with Disabilities Protection Act as a necessary service.
- Launch in 1997 and continue to develop an internet-based, vocational rehabilitation service and management system for people with disabilities.
- Develop and set up, with UW–Madison alum Ming-Hung Wang, master’s degree programs in rehabilitation counseling at three major universities in Taiwan.

These examples are only a few of the many ways in which Chen has made a lasting and meaningful impact on her field in Taiwan.

“I have learned very valuable life lessons from people with disabilities and their parents,” says Chen. “I believe that accepting disabilities, embracing disabilities — and even beyond disabilities — are the lessons that each of us need to study through our lives.”
Donovan honored by National Alliance on Mental Illness Wisconsin

UW-Madison alumna Valerie Donovan, suicide prevention coordinator at University Health Services (UHS), received the 2016 Community Service Program of the Year Award from the National Alliance on Mental Illness Wisconsin for her work on the campus suicide prevention initiative Mental Health Matters.

Donovan was honored April 29, 2016 at the NAMI Wisconsin annual conference along with award co-recipient UW-Madison Police Department Officer Barrett Erwin.

Suicide is the second-leading cause of death among college students and UW-Madison is not immune to suicide or its contributory factors. As the campus suicide prevention coordinator, Donovan addresses suicide as a public health issue and works with campus partners on student mental health needs. Erwin’s interest in suicide prevention within UW Housing connected him to Donovan. Together, they designed a program to de-stigmatize mental health and encourage help-seeking behaviors for first-year students living in residence halls.

Donovan — who joined UHS in 2013 — earned her undergraduate degree from the Department of Rehabilitation Psychology and Special Education in 2011 and received a master’s in rehabilitation counseling from that same department in 2012.

Special education alums co-author ‘30 Days to the Co-Taught Classroom’

UW-Madison alumnae Paula Kluth and Julie Causton are co-authors of a book published in August 2016 that’s titled, “30 Days to the Co-Taught Classroom.”

A web page promoting the book explains how Kluth and Causton will “introduce you to the information, competencies and habits you will need to become a great co-teaching partner” in just 30 days.

The promotion continues: “The authors will help you get to know your co-teacher, understand each of your roles, improve your planning and co-planning skills, expand the structures you use to teach and support students, and even celebrate your accomplishments.”

Kluth earned both a bachelor’s (1992) and doctorate (1998) in special education from UW-Madison, while Causton received a bachelor’s (1995), master’s (1999) and Ph.D. (2003) in special education from the university.

Kluth is an author, educational consultant and advocate. She is a former special educator and inclusion facilitator. Causton is a professor at Syracuse University, an author and independent consultant.

Vakunta leads developmental program for Ebola survivors


Vakunta earned her master’s degree in rehabilitation psychology in 2011 and is both the program lead and Project 1808 executive director.

The program is funded by a one-year grant from the Sierra Leone U.S. Embassy office and is expected to train over 70 Ebola survivors at Rokel in computer training, catering, driving and tailoring. “After engaging in conversations with survivors and executives of the Sierra Leone Association of Ebola survivors, it was evident that the critical concern was long term solutions to their everyday challenges,” Vakunta says in an article posted to the Project 1808 website.

Gallagher-Lepak named to dean post at UW–Green Bay

UW–Madison alumna Susan Gallagher-Lepak was named to the position of founding Dean of UW–Green Bay’s College of Health, Education and Social Welfare, the university announced in June 2016.

Gallagher-Lepak was the second dean to be appointed in UW–Green Bay’s new four-college model, the first major restructuring of academic administration at the university in two decades.

Gallagher-Lepak earned her Ph.D. in rehabilitation psychology from UW–Madison in 1996. She previously served as chair of UW–Green Bay’s Nursing programs and Director of UW–Green Bay’s BSN-LINC (a national online bachelor of science in nursing) program since 2012.
**Patricia Terrill Buffington Sinclair**  
**MA 1971 — Rehabilitation Psychology**  
After graduating in 1971, Patricia has made multiple moves and worked in several different venues. In the 1970’s, Patricia was a medical social worker at West Virginia University’s Medical Center covering orthopedic surgery, neurology, and neurosurgery services at a regional hospital for three years. Patricia and her husband moved to New York City for her husband’s additional training and a different opportunity for Patricia at the famed Bellevue Hospital covering orthopedic and podiatry clinics and in-patient/outpatient rehab. Next, they made stops in Seattle and Pittsburgh. After getting divorced in the 1990s, Patricia completed a post-master’s training program in Employee Assistance Planning over the next two years. A second marriage and new opportunities emerged with a move to Columbus, Ohio, where Patricia entered private-sector rehabilitation handling worker’s compensation cases. Yet another move to Phoenix in 2004 allowed Patricia to continue private sector case management with a large insurance company and TPA for several years until 2016 brought semi-retirement and another move back east, closer to Patricia’s roots in North Carolina. Patricia reports she is doing limited case management there and living just south of Charlotte. Patricia says it has been an interesting professional journey that she never could have envisioned 45 years ago.

**Homer G. Spike Wadsworth**  
**Ph.D. 1972 — Behavioral Disabilities**  
After receiving a degree from the Department of Studies in Behavioral Disabilities (now Department of Rehabilitation Psychology & Special Education), Homer returned to Oregon in 1972. Forty-five years later, Homer says it is time to give back to the DRP&SE for the rich experiences it provided. Thus, last year Homer established a charitable remainder trust to benefit the School by ultimately providing scholarships to talented and needy applicants.

**Larry Stephen Hart**  
**Ph.D. 1976 — Behavioral Disabilities**  
Larry is a board certified clinical psychologist practicing clinical-forensic psychology in Portland, Oregon. He is a Fellow at the American Academy of Clinical Psychology and has achieved a 5th degree black belt, WTF, Taekwondo.

**Mike Scofield**  
**Ph.D. 1979 — Behavioral Disabilities**  
Mike Scofield has recently retired as vice president of Analytics for Accolade, a healthcare technology and services company.

**Marshall Flax**  
**MS 1982 — Behavioral Disabilities**  
In his “retirement,” Marshall is teaching an online course for the Teacher of the Visually Impaired program at UW-Platteville. “Anatomy and Physiology of the Eye and Implications of Low Vision” provides the medical and educational implications of visual impairments, including the anatomy and physiology of the eye, impact of lighting, and environmental adaptations for students. He has also been asked to serve on the advisory board of the McPherson Eye Research Institute at UW–Madison.

**Debra Orbuch Grayson**  
**BS 1985 — Behavioral Disabilities**  
Debra has earned a master’s degree in marriage and family therapy from the University of Maryland-College Park and has been working blending her skills as an educator and clinician in private practice and the school system in Minneapolis, and currently in Kansas City.

**Ann Drivas**  
**BS 1979, MS 1985 — Rehabilitation Psychology & Educational Psychology**  
Recently, Ann worked with the University Bookstore to create a UW–Madison Junior Book Award to acknowledge scholarship and service in promising high school students and promote UW–Madison alongside many Ivy League schools that have had book awards for years. Having the bookstore as a partner streamlines the process for alumni to sponsor the awards at high schools of their choosing. Orders for this inaugural year were due in March and will be presented during Spring 2017 high school award programs. The UW–Madison Book Award will continue in future years. Here is additional information and a link for ordering: http://www.uwbookstore.com/book-award

**Fred R. Swanson**  
**MS 1990 — Rehabilitation Psychology**  
Fred continues in his 27th year at Madison West High School as a transition counselor for students with disabilities. Fred helps to coordinate permanent, integrated, paid work within the community, and helps coordinate students’ transitions to long-term adult supports with Dane County during their final years at school.

**Joan Bartel**  
**MS 1995 — Special Education**  
Joan is currently an associate principal at Royal Oaks Elementary School in Sun Prairie, Wis. Prior to working in Sun Prairie, Joan worked in the Verona Area School District as a special education teacher and special education coordinator.

**Sara Jane Lee**  
**BS 1986, MS 1997 — Special Education**  
Sara Jane currently lives in Madison and works as a special education program support teacher for the Madison Metropolitan School District. She serves as treasurer on the Wisconsin Council for Exceptional Children: Division for Early Childhood Council. Sara Jane also guest lectures at the UW–Madison and Edgewood College, and has spoken at several state and national conferences. Sara Jane enjoys time with her family, husband...
Kristian Lee and children: Allison Anna Grode, who graduated from Marquette University in 2016 and Aaron Grode, a sophomore at UW–Madison.

**Sean R. Manley**  
**MS 1997 — Rehabilitation Psychology**

Sean is a co-owner of On-Demand Group and his firm won the Top 100 ICIC Fastest Growing Inner City Companies in America for the fifth year in a row. Sean feels the success of the company is due to his vocational psychology background. Sean’s firm is in the business of placing IT professionals in various firms, and the ability to assess one’s abilities and qualifications quickly to match their client needs is paramount to the success of the company.

**Lynne Behrendt**  
**BS 1985, MS 1998 — Elementary Education, Behavioral Disabilities and Curriculum & Instruction**

Lynne has been teaching, and did a short four-year stint as a principal before she returned to the classroom. Lynne taught both general and special education at all levels in Madison, Seattle and now Edmonds, Washington. Currently, Lynne teaches high school English in the Learning Support Department at Edmonds-Woodway High School in Edmonds, Washington. Lynne says teaching has been a very rewarding career, and encourages others to go into teaching every chance she gets, despite the anti-public-education political climate. Lynne says the School of Education well-prepared her for the realities of the classroom. Lynne also said returning to UW–Madison to get a master’s degree was also very helpful in providing new inspiration and focus to continue on her path as an educator of disadvantaged youth. Lynne continues to take her UW–Madison foundation with her into the classroom each day.

**Eric Hartz**  
**BS 1998 — Rehabilitation Psychology**

Dr. Hartz is a program coordinator at the Madison Metropolitan School District and started the Campus Connect dual enrollment program at Madison College in 2014. Campus Connect provides additional support for students with disabilities in the post-secondary environment, focusing on building self-determination and self-advocacy skills so that students graduate college with a one- or two-year associate degree. The Campus Connect program is in the fourth year. Students in Campus Connect pass their classes with a C or better 80 percent of the time, with most continuing on to complete their associate degree at Madison College. It’s an innovative approach that provides students with disabilities an opportunity to go to college who previously didn’t have the support available to them to be successful.

**Angel Zambrano**  
**MS 2010 — Rehabilitation Psychology**

Angel is currently a program manager with the City of Austin’s Public Health Department. Angel is responsible for planning, managing and supervising the provision of basic needs, employment, social work case management and public health nursing services at the neighborhood center and outreach locations to low and moderate income families. The Rosewood Zaragosa Neighborhood Center is located in vibrant and eclectic East Austin. Angel says he feels at home with its rich and deep Mexican-American history. Every day, Angel says the community that uses the center fills his days with surprises, color, laughter, heartache and the perseverance it takes to live in a neighborhood that is gentrifying at the speed of light.

**Emily Jayne**  
**BS 2013 — Special Education**

Emily is a special education teacher in New York City public schools.

**Jennifer Kwas**  
**BS 2013 — Rehabilitation Psychology**

Jennifer worked as a program manager for creative community living services out of college and then became an Apple Genius in December 2014. Starting March 27, Jennifer took over as half of the IT service desk for a software company called Zendesk on the Capitol Square in Madison.

**Kyle Hall**  
**BS 2014 — Rehabilitation Psychology**

Kyle is presently carrying out the responsibilities as an English teaching assistant through the Fulbright U.S. Student Program in South Korea. Kyle’s placement landed him in Sejong, which is a new city about an hour and a half south of Seoul. The construction of Sejong only began in 2007 and it now serves as the new governing capitol of South Korea. Kyle teaches third through sixth grades at a countryside elementary school and adores his students. In addition to teaching, Kyle volunteers in the special education classroom with two students who have autism, which has been a very rewarding experience. Aside from teaching, Kyle has been able to explore South Korea quite extensively as the public transportation is incredible there. Additionally, Kyle’s winter vacation allowed him to travel to Thailand, Vietnam, Cambodia, and Hong Kong. Looking forward, Kyle plans on staying another year in South Korea with the anticipated return date to the United States being in August 2018. Kyle is fortunate that his time at UW–Madison has opened so many doors for him after graduation, and is happy to have chosen to walk through the door that led him to Korea.

**Wei-Mo Tu**  
**Ph.D. 2016 — Rehabilitation Psychology**

Upon completing his degree in 2016, Wei-Mo joined the Department of Disability and Addiction Rehabilitation at The University of North Texas (UNT) as an assistant professor. Wei-Mo was recently awarded an intramural grant for his research project in regard to demand-side employment.
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